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|  | **Four weeks before the beginning of the new unit** | **Three weeks before** | **Two weeks before** | **One week before** | **UNIT WEEK 1** |
| **GOAL** | Revise Extended POI | Define Assessment: Summative (stage 1), prior-knowledge (stage 3a) and lines of inquiry (stage3b). | Structure Stage 4: Learning engagements for driving and supporting the inquiry and structure Stage 5. | Adjust planning according to diagnostic assessment results and fine-tune learning experiences planning. | Consolidate reflecting on the inquiry **for the previous unit.** |
| **ATTENDEES** | All teachers, including specialists, LSP personnel and Area Coordinators. | All teachers driving or supporting the inquiry. | All teachers driving or supporting the inquiry. | All teachers driving or supporting the inquiry. | All teachers driving or supporting the inquiry **in the previous unit**. |
| **PREPARATION REQUIRED FOR A SUCCESSFUL, PRODUCTIVE MEETING** | *Read Extended POI draft, compare with your own curricular guides and evaluate whether the proposed concepts fall within your discipline.* | *Read revised Extended POI and come prepared with ideas for a summative assessment* | *Come ready with a clear idea of learning engagements you will implement with your students.* | *Prior to this meeting, diagnostic assessment must have been carried out and results brought to the meeting to adjust planning accordingly.* | *Bring your own notes classified according to stages 6 through 9—or better yet, make sure you already added them into the planner.* |
| **PROPOSED SEQUENCE OF TASKS** | 1. Revise connection between Central Idea and Transdisciplinary Theme.  2. Revise connection between Concepts and Central Idea.  3. Revise Enduring Understandings, taking into account curricular requirements.  4. Revise wording of Central Idea.  5. Consider degree of involvement of each area in driving the inquiry, identifying topics and subject strands.  6. Consider Transdisciplinary Skills necessary for students to access the knowledge in the unit.  7. Consider the most appropriate subject/teacher to be in charge of each skill.  8. Consider Attitudes (first) and Attributes (next) that will be developed as a result of the implementation of the learning experiences that will take place during the unit. | 1. Keeping in mind the Central Idea, think of ways for students to demonstrate comprehension.  2. Evaluate proposals in light of how close to real-life applications they are.  3. Write prompt  4. Identify evidence  5. Define criteria.  6. Structure rubric with above criteria, and define gradients.  7. Structure assessments for each line of inquiry, identifying strategies and tools.  8. Define prior knowledge and skills.  9. Structure diagnostic assessment(s) identifying strategies and tools.   * *Nonetheless, keep in mind that stages 3 and 4 are developed more or less concurrently—or at least, there might be the need to review assessment design in light of learning experiences.* | 1. For Stage 4a, design learning engagements to develop lines of inquiry.  2. Organise them chronologically in a coherent sequence—make sure to include specialists as well. (Spreadsheet)  3. Write them grouped by different ‘kinds’ of inquiry, e.g.: research, explorations, interviews, experts, peer learning, experimentation and hands-on activities, etc.  4. For Stage 4b, design learning engagements to develop Transdisciplinary Skills.  5. Include them in the general sequence developed in 4a. (spreadsheet)  6. For Stage 4c, analyse which Attitudes and Attributes will be naturally developed through the learning engagements proposed in 4a and 4b.  7. Jot down resources. Librarian provides bibliography at this point. | - At this point, planning focuses on adjusting and/or adding details to plans made until now.  - Further information should be provided by both classroom teachers and specialists.  - Specific tasks, prompts, resources, field trips, experts and other details are refined collaboratively.  - Logistics for provocation are tweaked.  - Final adjustments to performance assessment task and/or rubric are made in order to have them ready to be presented to students after provocation.   * *Once again, the need to go back to previous stages might arise, and modifications are introduced as needed.* | 1. Reflect on the Central Idea (Stage 6):  a) Understanding  b) Summative Assessment  c) Transdisciplinary Theme  2. Reflect on the elements of the PYP (Stage 7):  a) Concepts  b) Skills  c) Attitudes & Attributes  3. Reflect on the Inquiry (Stage 8):  a) Students’ questions & inquiries, and best teachers’ questions  b) ACTIONS by students  4. A.O.B.: Stage 9. Everything else, unfitting for the previous stages. |

*This is just one way of doing things that has worked well so far.*

*Obviously, any suggestions for modification after try-out are welcome.*